



## BLACKVILLE-HILDA JUNIOR HIGH

446 Country Club Road  
Blackville, SC 29817

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	121 Students	
<b>Principal</b>	Ernest Dotson	803-284-5900
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Ms. Evelyn Coker	803-284-4515

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>Below Average</b>
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

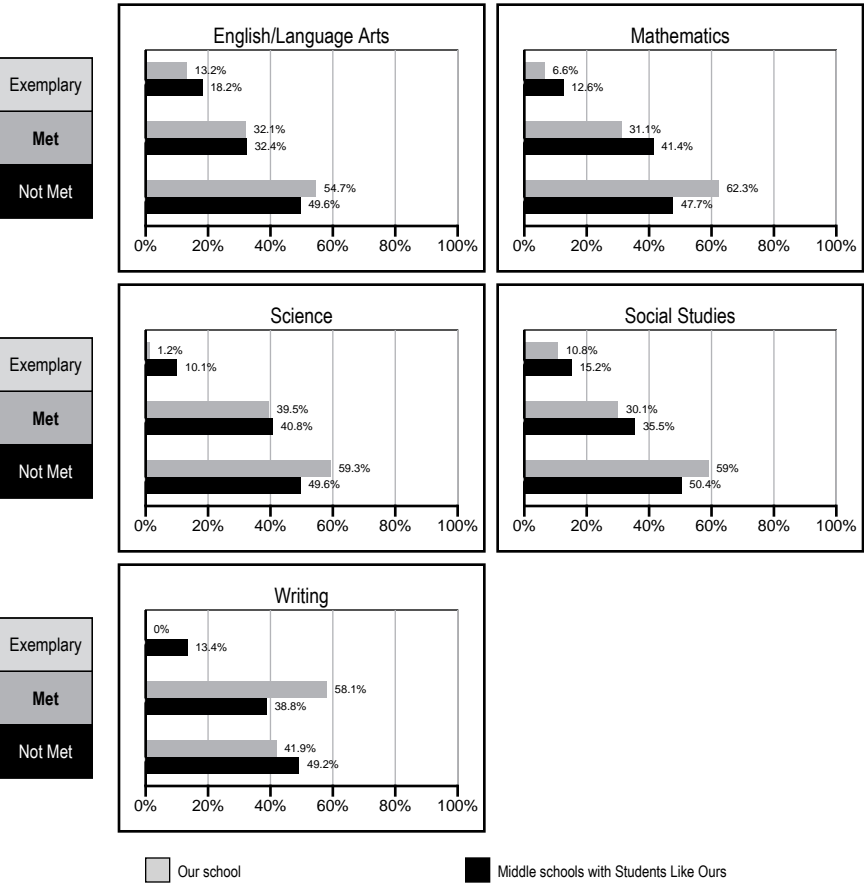
98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	31	21

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	90.0%
English 1	100.0%	87.8%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=121)				
Students enrolled in high school credit courses (grades 7 & 8)	8.3%	Down from 10.1%	13.9%	24.5%
Retention rate	0.0%	No Change	1.0%	0.7%
Attendance rate	95.5%	No Change	95.5%	95.9%
Served by gifted and talented program	5.2%	Down from 6.1%	7.2%	17.8%
With disabilities other than speech	13.2%	Down from 13.9%	10.9%	9.2%
Older than usual for grade	2.6%	Down from 7.3%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	40.0%	Up from 30.0%	60.0%	60.0%
Continuing contract teachers	80.0%	Down from 90.0%	69.0%	82.6%
Teachers returning from previous year	83.3%	Up from 78.5%	79.7%	85.6%
Teacher attendance rate	95.4%	Down from 95.7%	95.3%	95.3%
Average teacher salary*	\$40,918	Down 0.0%	\$44,142	\$46,300
Professional development days/teacher	7.8 days	Up from 5.3 days	10.6 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 13.8 to 1	19.0 to 1	21.5 to 1
Prime instructional time	90.1%	Down from 90.8%	89.6%	90.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 99.5%	97.8%	98.1%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$10,378	Down 16.7%	\$9,848	\$7,634
Percent of expenditures for instruction**	62.3%	Down from 67.6%	60.9%	64.0%
Percent of expenditures for teacher salaries**	56.3%	Up from 51.3%	56.3%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

In partnership with the community, Blackville-Hilda Junior High is educating students to become lifelong learners. However, our immediate focus is to prepare students to meet and successfully complete the requirements of a rigorous academic curriculum at the high school level. We continue to utilize the Anderson Five curriculum at the junior high school, insuring that courses are taught at a competitive level and that there is an atmosphere of high expectations for all students to achieve. The school leadership team and focus teams have been utilized to assist in the implementation and evaluation of best practices. Many programs were continued and others initiated. We continue to utilize data from standard assessments and local assessments to drive instruction. We are continuously striving to become a data-driven school. This year was the implementation year for the nationally-researched program MMGW (Making Middle Grades Work). The focus areas implemented this year were utilization of data and rigor of instruction. Many of the key practices that were outlined in the model are currently being implemented in some form or fashion. Some key points of this model will emphasize that our goal is to provide extra help to students so failure is not an option, maintain high expectation for all students in classroom practices, and prepare students for the rigor of high school college preparatory courses by teaching students the essential concepts of the college preparatory curriculum.

Leo W. Waller, Principal

Mrs. Rosaland Kenner, Chairman School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	0	0
Percent satisfied with learning environment	50.0%	N/R	N/R
Percent satisfied with social and physical environment	75.0%	N/R	N/R
Percent satisfied with school-home relations	50.0%	N/R	N/R

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	114	100	54.7	32.1	13.2	56.6	66.4	82.4	No	Yes
Gender										
Male	62	100	66.7	22.8	10.5	49.1	60	78.7	N/A	N/A
Female	52	100	40.8	42.9	16.3	65.3	73.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	25	100	47.8	26.1	26.1	60.9	70.5	88.9	I/S	I/S
African American	86	100	57.5	33.8	8.8	55	64.3	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	12.5	20.4	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	100	56.8	32.6	10.5	54.7	64.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	114	100	62.3	31.1	6.6	55.7	57.4	81.9	No	Yes
Gender										
Male	62	100	70.2	24.6	5.3	52.6	57.1	79.9	N/A	N/A
Female	52	100	53.1	38.8	8.2	59.2	57.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	25	100	69.6	21.7	8.7	43.5	65.4	88.9	I/S	I/S
African American	86	100	62.5	32.5	5	57.5	54.2	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	6.3	17.6	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	100	100	62.1	32.6	5.3	56.8	56.5	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	91	100	59.3	39.5	1.2	40.7	41.3	68.6
Gender								
Male	51	100	63.8	34	2.1	36.2	42.9	68.3
Female	40	100	N/AV	N/AV	N/AV	46.2	39.4	68.9
Racial/Ethnic Group								
White	22	100	N/AV	N/AV	N/AV	47.6	51.9	80.7
African American	66	100	61.3	37.1	1.6	38.7	38.2	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	N/AV	8.1	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	79	100	59.2	39.5	1.3	40.8	40.3	57.3

Social Studies								
All Students	89	100	59	30.1	10.8	41	47.3	72.5
Gender								
Male	50	100	58.7	28.3	13	41.3	43.6	72
Female	39	100	59.5	32.4	8.1	40.5	51.4	73.1
Racial/Ethnic Group								
White	19	100	33.3	38.9	27.8	66.7	61.8	81
African American	67	100	66.1	29	4.8	33.9	41.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	13	100	84.6	7.7	7.7	15.4	12.9	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	77	100	63.5	29.7	6.8	36.5	44.5	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	48	100	N/AV	N/AV	N/AV	58.1	55.2	73.2	95.5	96.3
Gender										
Male	23	100	N/AV	N/AV	N/AV	61.9	51	67.2	94.7	96.1
Female	25	100	N/AV	N/AV	N/AV	54.5	59.6	79.4	96.5	96.5
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	35.3	81.5	93.4	95.3
African American	39	100	N/AV	N/AV	N/AV	66.7	59.5	61.3	96.1	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.3	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	8.3	26	95.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	95.6	97.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	96.3	97.1
Socio-Economic Status										
Subsidized meals	43	100	N/AV	N/AV	N/AV	60	57.1	63.2	95.5	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	43.4	43.4	13.2	56.6
	8	55	100	60.8	23.5	15.7	39.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	66	100	54	28.6	17.5	46
	8	48	100	55.8	37.2	7	44.2
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	60.4	37.7	1.9	39.6
	8	55	100	62.7	25.5	11.8	37.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	66	100	61.9	28.6	9.5	38.1
	8	48	100	62.8	34.9	2.3	37.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	50.9	47.2	1.9	49.1
	8	27	100	48	48	4	52
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	66	100	63.5	34.9	1.6	36.5
	8	25	100	N/AV	N/AV	N/AV	52.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	55	100	54.7	32.1	13.2	45.3
	8	28	100	61.5	19.2	19.2	38.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	66	100	57.1	30.2	12.7	42.9
	8	23	100	65	30	5	35
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	54	100	34	58.5	7.5	66
	8	55	100	49	35.3	15.7	51
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	48	100	N/AV	N/AV	N/AV	58.1

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